HPE UNIT FOR YRS 4/5/6

T- Ball
## Health and Physical Education: T-Ball Unit

### Band level description – Years 3 and 4

The Year 3 and 4 curriculum further develops students’ knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Year 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Year 3 and 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

The areas to be covered are in Year 3 and 4 include, but are not limited to:
- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- active play and minor games (AP)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

### Years 3 and 4 Achievement standard

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

### Content descriptions

#### Personal, social and community health

1. **Being healthy, safe and active**
   - **Examine** how success, challenge and failure strengthen personal identities (ACPPS033)
   - **Explore** strategies to manage physical, social and emotional change (ACPPS034)
   - **Describe** and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
   - **Identify and practise** strategies to promote health, safety and wellbeing (ACPPS036)

2. **Communicating and interacting for health and wellbeing**
   - **Describe** how respect, empathy and valuing difference can positively influence relationships (ACPPS037)
   - **Investigate** how emotional responses vary in depth and strength (ACPPS038)
   - **Discuss** and interpret health information and messages in the media and on the Internet (ACPPS039)

3. **Contributing to healthy and active communities**
   - **Describe** strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
   - **Participate** in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)
   - **Research own heritage and cultural identities**, and explore strategies to respect and value diversity (ACPPS042)

#### Movement and physical activity

1. **Moving our body**
   - Practise and refine fundamental movement skills in different movement situations (ACPMP043)
   - Perform movement sequences which link fundamental movement skills (ACPMP044)
   - Practise and **apply** movement concepts and strategies (ACPMP045)

2. **Understanding movement**
   - **Examine** the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046)
   - **Combine** the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

3. **Learning through movement**
   - Adopt inclusive practices when participating in physical activities (ACPMP048)
   - **Apply** innovative and creative thinking in solving movement challenges (ACPMP049)
   - **Apply** basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050)
### Yr 4 Curriculum Overview for Tee Ball

<table>
<thead>
<tr>
<th>Strand</th>
<th>Key ideas</th>
<th>Content Descriptions</th>
<th>Evidence of Learning</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement and physical activity</td>
<td>Moving our body</td>
<td>Practise and refine fundamental movement skills in different movement situations</td>
<td>Demonstrate the skill of hitting and catching the ball</td>
<td>Teacher observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practise and apply movement concepts and strategies</td>
<td>Demonstrate attacking and defending play to create scoring opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding movement</td>
<td>Examine the benefits of physical activity and physical fitness to health and wellbeing</td>
<td>Participate in regular physical activity reflecting on their feelings about participation</td>
<td>Self-assessment using the TPSR</td>
</tr>
<tr>
<td></td>
<td>Learning through movement</td>
<td>Combine the elements of effort, space, time, objects and people when performing movement sequences</td>
<td>Demonstrate the ability to accelerate and decelerate when fielding the ball</td>
<td>Team player rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adopt inclusive practices when participating in physical activities</td>
<td>Working cooperatively with team members and listening to team-mates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply innovative and creative thinking in solving movement challenges</td>
<td>Test alternative responses to movement challenges and predict the success or effectiveness of each</td>
<td></td>
</tr>
</tbody>
</table>
## Content descriptions

### Personal, social and community health

#### Being healthy, safe and active
1. Explore personal and cultural *identities* and how they change and adapt to different contexts and situations (ACPPS051)
2. Investigate *resources* and strategies to manage changes and *transitions* associated with puberty (ACPPS052)
3. Investigate community resources and strategies to seek help about health, safety and *wellbeing* (ACPPS053)
4. Plan and practise strategies to promote health, safety and *wellbeing* (ACPPS054)

#### Communicating and interacting for health and wellbeing
1. Practise skills to establish and manage relationships (ACPPS055)
2. Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
3. Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

#### Contributing to healthy and active communities
1. Investigate the role of *preventive health* in promoting and maintaining health, safety and *wellbeing* for individuals and their communities (ACPPS058)
2. Explore how participation in outdoor activities supports personal and community *health* and *wellbeing* and creates connections to the natural and built environment (ACPPS059)
3. Investigate and reflect on how valuing diversity positively influences the *wellbeing* of the community (ACPPS060)

### Movement and physical activity

#### Moving our body
1. Practise specialised movement skills and apply them in different *movement situations* (ACPMP064)
2. Design and perform a variety of *movement sequences* (ACPMP062)
3. Propose and apply *movement concepts* and strategies (ACPMP063)

#### Understanding movement
1. Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and *wellbeing* (ACPMP064)
2. Manipulate and modify the elements of *effort*, space, time, objects and people to perform *movement sequences* (ACPMP065)
3. Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)

#### Learning through movement
4. Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)
5. Apply critical and creative thinking processes in order to generate and assess solutions to *movement challenges* (ACPMP068)
6. Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)

---

## Health and Physical Education: T-Ball Unit

### Band level description – Years 5 and 6

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others’ health, *wellbeing*, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and *wellbeing*.

Students refine and further develop a wide range of *fundamental movement skills* in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating *movement sequences* and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

The focus areas to be addressed in Year 5 and 6 include, but are not limited to:
- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (Mh)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- *fundamental movement skills* (FMS)
- games and sports (GS)
- lifelong physical activities (LPA)
- rhythmic and expressive movement activities (RE).

### Years 5 and 6 Achievement standard

By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural *identities*. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.
# Yr 5/6 Curriculum Overview for Tee Ball

<table>
<thead>
<tr>
<th>Strand</th>
<th>Key ideas</th>
<th>Content Descriptions</th>
<th>Evidence of Learning</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement and physical activity</td>
<td>Moving our body</td>
<td>Practise <a href="#">specialised movement skills</a> and apply them in different movement situations (<a href="#">ACPMP061</a>)</td>
<td>Demonstrate the skill of hitting and catching the ball</td>
<td>Teacher observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Propose and apply movement concepts and strategies (<a href="#">ACPMP063</a>)</td>
<td>Demonstrate attacking and defending play to create scoring opportunities</td>
<td>Self-assessment using the TPSR</td>
</tr>
<tr>
<td></td>
<td>Understanding movement</td>
<td>Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (<a href="#">ACPMP064</a>)</td>
<td>Participate in regular physical activity reflecting on their feelings about participation</td>
<td>Team player rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manipulate and modify the elements of effort, space, time, objects and people to perform <a href="#">movement sequences</a> (<a href="#">ACPMP065</a>)</td>
<td>Demonstrate strategies that exploit the playing space to their advantage. Eg being able to hit the ball away from fielders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning through movement</td>
<td>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (<a href="#">ACPMP067</a>)</td>
<td>Working cooperatively with team members and listening to team-mates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate <a href="#">ethical behaviour and fair play</a> that aligns with the rules when participating in a range of physical activities (<a href="#">ACPMP069</a>)</td>
<td>Test alternative responses to movement challenges and predict the success or effectiveness of each</td>
<td></td>
</tr>
</tbody>
</table>

## Teaching and Learning Sequence

<table>
<thead>
<tr>
<th>Lesson Number/Learning Intention</th>
<th>Lesson Development</th>
<th>Success Criteria/Assessment</th>
<th>Feedback Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessable Elements</td>
<td>Descriptors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C</strong></td>
</tr>
<tr>
<td><strong>Moving Our Body</strong></td>
<td>Effective and well developed game strategies that greatly contribute to team performance</td>
<td>Effective game strategies that contribute to team performance</td>
<td>Satisfactory game strategies that contribute to team performance</td>
</tr>
<tr>
<td></td>
<td>Skilful implementation of movement sequences in a game situation</td>
<td>Proficient implementation of movement sequences in a game situation</td>
<td>Satisfactory implementation of movement sequences in a game situation</td>
</tr>
<tr>
<td><strong>Learning Through Movement</strong></td>
<td>A positive team member who participated fully, encouraged others and demonstrated ethical behaviour and fair play at all times</td>
<td>A positive team member who participated well, encouraged others and demonstrated ethical behaviour and fair play for a majority of the time</td>
<td>A positive team member who participated well and demonstrated ethical behaviour and fair play on most occasions</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td>Joins in and participates to the best of their ability</td>
<td>Consistently</td>
<td>Generally</td>
</tr>
</tbody>
</table>